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ABSTRACT

The field-based masters degree program at Emporia State University was designed to meet the needs of fully employed teachers and supervisors. The curriculum materials and delivery system sought to address the following research-based needs: (1) create an ongoing organizational policy making structure; (2) develop a method of shared decision making at an individualized teacher level; (3) relate the majority of the inservice program to the university graduate credit system; (4) extend preexisting university graduate degree programs into a field-based mode for curriculum development; and (5) engage all participants in an ongoing cyclic process of learning-innovating-implementing-evaluating. Research and development products were adapted and packaged for the inservice instruction as substitutes for the requirements of the regular degree program. Courses focused on needs assessment, developing instructional plans, supervision of instruction, and interpersonal communication. The delivery system was supported by both the university and the local education agency, and a Teacher Corps group helped in bringing about the needed institutional change. (DS)

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The Adaptation and Adoption of Research and Development Products For Institutionalization of Change

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INTRODUCTION

During the 1971-72 academic year Emporia State University was one of three field testing sites for the Far West Laboratory "minicourse" materials. The minicourses were incorporated into the ongoing programs and to varying degrees into inservice training for teachers in the six districts being served by Teacher Corps. This field testing continued throughout the 1972-73 academic year.

During the spring semester of 1973 the Turner and Olathe School districts, non Teacher Corps districts, contacted Emporia State University in an effort to secure an inservice program of teacher education for their personnel. The University responded, through the Teacher Corps project staff to design an inservice program the first part of which was delivered for the first time in the spring of 1974.

During the early design and implementation phases the program staff engaged in a process which was based primarily upon assumptions and the experential learnings of the staff in delivery of educational field services. The vast majority of these assumptions have been verified both through the experiences of the Emporia State University program and through correlated research.

Within this paper we will present both the research base for the program and the experiences of Emporia State University in operating the program. Many of the experiences reported predate or occurred concurrently with the research which will be sited.

Research Base

The Emporia State University Field-Based Program has included from its very beginning five factors which are mentioned by Ray Edelfelt (1977, pp. 5-6) in Inservice Education: Criteria For and Examples of Local Projects. These factors suggest that in order to be successful over any extended time span a professional development program for inservice teachers staffed by a university must address the following general needs:

(1) creating an ongoing organizational policy making structure which provides for colloboration in a coequal partnership among the institutions involved;

(2) developing a method of shared decision making at an individualized teacher level which incorporates the input of individual teachers and groups of teachers;

(3) relating the majority of the inservice program to the university graduate credit system and providing for alternate funding when credit accumulation is not appropriate;

(4) extending preexisting university graduate degree programs into a field-based mode for curriculum development and instructional improvement in the host school or school district;

(5) engaging all participants in an ongoing cyclic process of learning - innovating - implementing - evaluating in order to provide feedback for the continuing evaluation and redesign of the program.

Edelfelt has presented (1977, pp. 9-25) a set of criteria which is a revision of a series of questions he first cast in Rethinking Inservice Education (1975, pp. 83-84). These criteria do not represent

THE answer to all inservice design needs, they do represent the thinking of a large number of teachers, administrators, and university and state department personnel in fifteen states. The Emporia State University Field-Based Program was designed to incorporate the following criteria:

(1) Decision-making processes are based on cooperation between all major interest groups, that is, school district, college/university, and teacher organization.

(2) Inservice education is directly related to curriculum development.

(3) Inservice education is directly related to instructional improvement.

(4) Inservice education is based on the needs of students.

(5) Inservice education is based on the needs of teachers.

(6) Inservice education is based on the needs of school program.

(7) The techniques and methods used in inservice education are consistent with fundamental principles of good teaching and learning.

(8) Research/evaluation is an integral part of inservice education.

(9) All those who participate in inservice education are engaged in both learning and teaching.

(10) Adequate personnel are available from the school district and college/university for inservice education.

(11) Adequate materials are available.

(12) Inservice education makes use of community resources.

(13) Professional growth is seen as a continuum from preservice preparation through career-long professional development.

(14) The inservice education program reflects the many different ways that professionals grow.

(15) The inservice education program addresses the many different roles and responsibilities that a teacher must assume.

(16) Inservice education is related to research and development.

(17) The respective strengths of the school district, the college/university, the teacher organization, and the community are used in the inservice education program.

(18) Internship and student teaching experiences are used for analysis and study in the inservice education program.

(19) Inservice education is available to all professional and non-professional personnel.

(20) There is a reward system for teachers, administrators, and college/university personnel who engage in inservice education programs.

A third set of conditions must be met if any inservice program is to be institutionalized. That is, in addition to meeting the general needs of the institutions and the design criteria set forth by Edelfelt, it must enlist a continuing committment of the time resource of teachers. Feiman (1977) and Boyle and Grinder (1978) both address the question of the circumstances or conditions under which teachers will willingly participate in an inservice education program.

Feiman (1977) views the specific goals of the program as less critical than the theoritical or ideological design frame of the program. He continues to suggest that in order to successfully enlist teacher time a program must incorporate:

(1) a "behavioral" orientation which attends to practical skills training with the outcome clearly defined and in which evaluation is based upon performance as the optimal measure of teacher competence;

(2) a "humanistic" orientation which assures that teacher growth and development is optimized in an enriching and supporting environment within which both planned and spontaneous encounters occur;

(3) A "developmental" orientation which assists teachers in analyzing both what they are currently doing and have done in the past, and provides for systematic long-term learning processes.

Boyle and Grinder (1978) present some specific criteria for acceptability based upon the responses of 329 elementary, junior high, and high school teachers to a questionnaire. The primary interests within which teachers wish to learn and share are instructional improvement, resources and materials, and curriculum development. The teachers viewed the expertise of their peers as being equally as important as the knowledge base of their professions. They further suggested that they are most comfortable sharing with one another in informal settings within 30 minutes travel of their home or school. In general the teachers were looking toward inservice programs being relevant, creditable, and accessible.

We feel that the Emporia State University Field-Based Program meets the criteria which have been presented in this research. In the remainder of this paper we will present an overview of the development, design, and delivery system which supports the program and the processes which facilitated the institutionalization of the program at Emporia State University. We hope that by sharing these experiences others may profit from the lessons we have learned.

A PROGRAM DESCRIPTION

The Field-Based Masters' Degree Program at Emporia State University is institutionalized. Observations about the experiences each group affected by the change has had, has aided us in understanding why the change happened. By identifying the elements of the process that was used, we can speculate about the probable success of the process in institutionalization of other changes that might be necessary to accomodate expanding conceptualization of inservice.

The Field-Based Masters Degree Program at Emporia State University is designed to meet the needs of fully employed teachers and supervisors. The curriculum materials and delivery system developed for the Field-Based Program were a direct result of six years of field research by the Emporia State University Teacher Corps project.

What did we learn?

We found through the adaptation and packaging of Research and Development Products for inservice instruction that the expressed concerns of area educators for practical course work and efficient use of their time could be accommodated within a degree program without sacrificing quality. Our observations were that successful inservice education must be practical, process and skill oriented, providing for practice and mastery within the teacher's classroom, while being accommodated within

the school day. Materials must be self-contained, and transportable. Instructors first rate and flexible. All services must be provided in the field.

Self-contained transportable instructional packages were developed or adapted providing materials for 51 graduate hours of new courses that are substituted for the core and elective requirements of the regular Curriculum and Supervision and Master Teacher Degree Programs. The combination of skills taught in the courses, including needs assessment processes, instructional skills, and supervisory proceedures are combined to maximize individualization of the program. Effective Human Relationships including understanding of student behavior are an integral part of all instruction.

Some of the new courses developed are similar in content to the core courses in the regular Master of Science Degree. They include some similar content and in one or two courses similar processes. The major differences lie in the process and practicum nature of all Field-Based courses.

Teacher Led Courses

Needs Assessment is a series of three courses that individualize the process of goal refinement. The participant develops educational goals and curricular objectives and criterion referenced instruction for students of his or her school. The course instructor involves the students in a variety of activities and simulations that prepare them to replicate these processes in their school. Mastery of Needs Assessment Processes provides skills useful for curriculum development and instructional planning.

Two courses that are designed to aid a teacher in developing and implementing instructional plans are Teaching Learning Models and Instructional Learning Stages. Learning Stages involves the participant in analysis of his/her students growth pattern for the purpose of developing learning profiles for each. The intent is to design instruction for individual students based upon an accurate knowledge of their social, emotional, intellectual and physical growth. Teaching Learning Models requires the student to model a number of teaching strategies based upon specific learning theories. These courses make it possible for the instructor to personalize learning. Involving his or her students in a process of learning gives the teacher a sense of immediacy and importance which is necessary to insure the continued use of the skills learned.

Supervision of Instruction and Research Using Problem Solving are two courses that address instructional and curricular improvement. Supervision involves the supervisor in a process designed to help teachers improve instruction. The analytical interpersonal skills necessary for a successful supervisory program are practiced in a peer's classroom. Research Using Problem Solving is concerned with the skills of problem solving and proposal writing. Teachers who desire instructional excellence and who can aid in educational problem solving are useful throughout a school system.

Knowledge of your school and skills of interpersonal communication are essential for effective curriculum development and instructional excellence. These needs are addressed in self and interpersonal communications and community dynamics. Interpersonal communication skills are intensely practiced in small group sessions. Community Dynamics involves the teacher in developing a profile of the community's

educational concerns through analysis of community forces and interviews with local people.

What about electives?

Elective courses were provided by adaptation of minicourses developed by the Far West Laboratory for Educational Research and Development. Emporia State University participated in field testing during developmental stages of these courses which provide training in classroom interaction and management skills. Supplemented by protocol materials, teachers are provided with fifteen courses designed to provide for their individual needs. Each course is self-paced with print and video-taped materials provided.

What are the requirements for completion?

The student reads about a specific skill in the manual and then prepares a short lesson to teach to a small group of his or her students. Video taped demonstrations are provided to help in the refinement of the lesson plans. Each lesson is taught, audio taped, and then analyzed. The facilitator and student meet for a critique session in which they decide if the skill was mastered. If mastered the student goes on to the next skill, if not the lesson is redesigned, retaught, and critiqued.

The successful development and implementation of the Field-Based Program has influenced other programs at the university. Courses leading to certification in reading and early childhood education have been packaged and are fully transportable. They are delivered in the Field-Based mode, providing another source of electives for students in the program. The Departments of

Music and Curriculum and Instruction have developed a cooperative degree program in music education, in which all the education courses requirements may be taken in the field and music courses on the campus during the summer.

What about resources for the program?

Resources available to support the program include ERIC files and computer searches. Many schools have terminals, while ERIC resource files as well as educational periodicals are available in libraries within the metropolitan area where the program is presently being delivered. Other materials and books germane to the program are avialable on a rental basis from the University. All specific course materials are packaged and sold to the student on a non-profit basis.

All services are provided to the student in the field. Qualifying and Comprehensive examinations are scheduled each semester at one of the field sites. Advising is centrally maintained with all instructors transmitting information and requests to the central office for processing.

The Field-Based Program has inspired other schools and colleges at the University to consider development of interdisciplinary courses for field delivery and support of the program.

THE ORGANIZATIONAL SETTING

The course structure and delivery system described above became the vehicle by which the multitude of critical decision making groups were enlisted to support the program. This focal point for proposals and discussions regarding the Field-Based Program contained goal elements sufficiently similar to those recognized as valid by various groups. This similarity allowed the Teacher Corps change agents to broaden each groups' field of vision to a point where they would become supporters of change by co-option.

The University

The Teacher Corps project which provided the initial response to an expressed need of inservice teachers is located at a small (5000 FTE) State supported university in a rural setting.

Emporia State University, formerly Kansas State Teachers College, was established in 1903 as a teacher training institution. Emporia State University has a history of academic excellence in the area of teacher preparation, particularly at the undergraduate level. The credibility of Emporia State University in the general area of teacher preparation and certification may be exemplified by the fact that the Kansas State Department of Education certifies more teachers who are graduates of Emporia State University than from any of our larger State supported sister institutions, with

up to four times our total enrollment.

At Emporia State University, we, as most universities, see our role as being a three faceted one; teaching, research, and service. The primary service area is that of responding to expressed needs of the public and private schools of the State of Kansas. These needs or concerns may be those which have been articulated by administrators, teachers, parents, students, or society in general.

The specific inservice program which is described in this paper was initiated first in response to a desire of teachers and subsequently of school administrators in Kansas. The sixth cycle Teacher Corps program at Emporia State University was designed to be of service to six rural school districts in eastern Kansas. These schools, and those which later became involved in eighth and tenth cycle Teacher Corps, were located within a one hundred mile radius of Emporia.

Teachers in these rural districts, and as we came later to realize, teachers everywhere have a desire for inservice course-work to improve their teaching competency. A complicating factor in the case of teachers in rural areas is the availability of coursework. The nearest institution of high education may be as much as a three hour drive, one way, in our State. At the end of a full school day, teachers are reluctant to spend four to six hours at the wheel of an automobile interspersed by two to three hours of class knowing full well that they have a full day of school again the next day.

The sixth cycle Teacher Corps program responded to the need of its rural districts with a two pronged program; (1) self-

paced mini-courses developed by the Far West Laboratory for Educational Research and (2) teacher led courses which are taught on site by members of the regular faculty at Emporia State University. This response represented a significant change from the traditional development of a new on-campus course offering or informing a group that a course already existed, all they had to do was enroll, and the university would solve all their problems.

The type and nature of effective inservice education that full time working teachers in the field desired and would support became evident to the Teacher Corps staff at this time. In addition to these wants, the staff realized that many teachers would support a program offering masters degree credit for their efforts.

The Teacher Corps staff recognized that by applying their knowledge of course structure and delivery systems acquired in the field to an existing degree program, the administrators and faculty could be enlisted by co-option to support the change.

The Local Educational Agency

Representations from two school systems in the metropolitan area of Kansas City, KS approached Emporia State University in 1973. Two medium sized school districs were cooperating in their efforts to obtain field delivery of instruction for their teachers who were involved in implementing a federally funded program. They felt that their teachers needed understanding of some humanistic aspects of teaching and learning in order to effectively implement their program, and that the organization and purpose of a regular course structure would not be sufficient to accomplish this aim.

Their initial request to the School of Education for help was declined.

This request for service by these two Local Educational Agency's acted as the catalyst that led the Teacher Corps staff to initiate the change process.

THE INSTITUTIONALIZATION PROBLEM

The Departmental Administration

The administrators of the School of Education and Psychology desired to respond positively to a request for service. Their perception of their task at that time was to conserve the resources of staff and money for existing programs or new programs that would fit within their conception of that goal. Declining enrollment and the strain on staff and resources resulting from that decline precluded ventures of the type proposed.

An outline of a Field-Based Degree Program structure was developed by the Teacher Corps change agents which linked the proposed and existing program structures. Coursework was developed, containing many adaptations of Research and Development products, as alternatives to those in the regular program. This was done by using the National Council on Accrediation and Teacher Education Standards for program components of advanced degrees in professional education and the conceptual description of these components from the self study portion of Emporia State University's National Council on Accrediation and Teacher Education accrediation report as a basis for emphasizing equality. This action allowed the administrators to broaden their conception of institutional goals to include the Field-Based Program. Acceptance of the program by this group enabled them to percieve their task as including active pursuit of the change. Once this co-option of the administrators happened, they and the Teacher Corps staff became the new change agents. The administrator contributed his influence and access to key decision-making groups while the Teacher Corps group

compiled data and developed proposals in order to explain links between programs to various influential groups.

The Departmental Faculty

The faculty of the Department of Curriculum and Instruction is for the most part desirous of providing relevant graduate programs to their clients. The members of the faculty are becoming increasingly aware of the impact of declining enrollment on supporting resources.

The faculty is influential in many ways with defining the goals of its degree programs and methods of delivery. This involvement varies from membership on the departmental and university Curriculum Review Committee to responsibility for teaching the various courses of a degree program. Their various perceptions of their task in relationship to the goal of service through degree programs motivates and influences the decisions of departmental administrators regarding resources and assignments.

At the time the Field-Based proposal was submitted to the faculty their perceptions of their tasks included conservation of resources to (1) support existing programs (2) support existing courses; (3) take existing courses to the field on special request; (4) instruct on an overload basis for extra compensation.

The change agents efforts to enlist the departmental faculty for the change process was multi-faceted. In regards to the proposed alternative courses, the had to adopt and adapt the skill focused mini-courses that had been developed by Far West Laboratories and to develop a series of process courses which would meet the general core requirements of the various masters degree programs in education at Emporia State University.

The mini-course package was extant and required little additional development. The facet of this group of packages which required some adaptation was the monitoring system. The montoring system which is now in place seems to have aleviated most of the early difficulties experienced.

The teacher led courses did not exist and therefore required a total developmental process. All of the teacher led courses share a common philosophical basis of translating from theory into application. Each course is designed in such a manner that it addresses inservice teachers who are simultaneously working with their own students. The teacher led courses have therefore evolved into process centered courses which generally proceed from a theoretical discussion of a concept into some form of simulation or practice with the concept and still further into actual implementation on a pilot model basis in each teacher's classroom. Student evaluation is, with one exception, based upon a product produced either in the classroom or for use in the classroom. Assurance to the faculty that the Teacher Corps staff was qualified and would instruct the courses in the pilot program was given. Invitations to all faculty members who were desirous of increasing their versatility by participating in training for instruction in the Field-Based program were given.

One faculty member consented to participate in training on a trial basis. The Departmental Chairman articulated the need for faculty versatility in a time of diminishing resources. The Teacher Corps change agents developed requests for course approval and attended numerous meetings to respond to questions concerning the proposal. The entire package of new courses was submitted to the faculty Curriculum Review Committee as a unit. The resulting shift in the critical mass

of faculty opinion toward tentative acceptance of the program has continued to strengthen and is allowing greater numbers of faculty members to perceive the Field-Based Program as part of their responsibility.

Acceptance of the Field-Based Program as described above resulted in representatives of the School of Education administration and faculty joining the process of institutionalization of the program.

Nine different university wide committees were discovered which could make decisions affecting some aspect of the total program. At the university level, the acceptance of the program by the Curriculum Review Committee and the Graduate Council was crucial for institutionalization.

Virtually the same strategy as described above was duplicated at this level. The entire curriculum package was submitted to the University Curriculum Review Committee and simultaneously the proposal for approval of pilot testing was submitted to the Graduate Council. Tentative approval of the program was eventually given after many hearings. Deliberations of the Graduate Council continued while the veracity and integrity by the program was proven in the field. Numerous meetings were held between members of the Graduate Council and local administrators and teachers who were participating in the pilot program. Inquiries as to program quality were answered fully. Data was gathered and disseminated regarding teacher acceptance of the program, credit hours generated, and market potential for the program. These activities resulted in obtaining university wide acceptance and support of the program.

EVIDENCE OF INSTITUTIONALIZATION

The Departmental Level

Effective with the beginning of the summer session of 1977, three full time faculty were assigned to staff the Field-Based Program. A fraction of one of the positions was allocated for adminstration of the program, and one-half of a secretarial position was provided in a support role. A separate suite of offices has been provided for the purposes of encouraging centralized goverance and good communication.

During the 1977-78 school year, the program was conducted by the aforementioned staff. One of the recognized needs of the program was that of staff deversification and staffing flexibility to meet changing needs.

An inservice training program was developed in order to involve additional members in the department of curriculum and instruction. Two additinal members of the departmental faculty are currently participating in the inservice program. These two faculty members will offer courses in the field-based program during the fall semester of 1979.

Due to the death of a member of the departmental faculty during the spring of 1978, one faculty position was vacant. One of the criteria which was included in the positional description and qualifications was that of experience and/or interest in a field-based instructional mode. At the time the position was filled, the successful candidate was selected in part because of her experience and interest in field-based instruction. This new member of the faculty participated in the inservice program during the fall of 1978 and has assumed responsibility for a

component of the Field-Based Program.

The Field-Based Program has at this point become a fully integrated part of the department of curriculum and instruction. The total support system of the department is available to the faculty and staff of the program. All of the faculty in the initial group are now tenured members of the department.

Program evaluation is an ongoing process in the total program. The Field-Based Program is requred to conduct periodic evaluations mandated by the School of Education and Psychology. In addition, the staff has developed in house evaluation instruments which are administered to the students at the end of each teacher led course. The data collected is continuously evaluated and utilized as a basis for both faculty and program improvement.

The University Level

At the University level evidence of acceptance of the program is also visable. The Graduate Council has provisionally waived summer residency requirements for the program.

The Department of Music is encouraging teachers in the field to take all the education coursework in the Master of Music Degree program in the field and their music courses on campus during the summer session.

A study committee has been appointed at the Deans level to investigate the development of interdisciplinary courses outside of education that might be delivered in the field in support to the Field-Based Program.

The Associate Dean of the Graduate School is actively supporting the program at the State Board of Regents level.

Local Education Agency Level

Indications of acceptance and satisfaction with the program at the Local Education Agency level are visable.

The full program has three field sites currently in operation. In two of these sites the district administration is active in promoting the program with its teachers and teachers of surrounding areas. Feasability studies of other sites are currently under way with the active cooperation of administrators in those areas involved.

There have been 175 graduates of the program to date with 150 students currently in the program.

The evidence accumulating from the department, university, and local education agency indicates that the Field-Based Masters Degree Program is institutionalized.

CONCLUSIONS

Declining enrollments are a fact of life today for many institutions of higher education. The resultant decline in resources fosters a conservative outlook of faculties and administrators that complicates the task of those interested in promoting change. We feel that a careful analysis of what transpired at Emporia State University during the establishment of the Field-Based Masters Degree Program may be helpful to persons facing similar change problems.

There are numerous change processes being advocated today. The process that proved successful for us was that of co-option. Our change strategy successfully enlisted persons belonging to key decision making groups into actively joining the pursuit of the goal.

The resistance to change encountered was solidified by declining resources. Although it is assumed that administrators and members of the faculty are desireous of quality programs, conservatism tended to narrow their view of goals and tasks.

The decision to use the existing degree program structure as a change vehicle was crucial as it was understandable by all groups. Replacement of the content of the degree program with one containing philosophical and logical unity made it possible to maintain integrity of the degree and yet emphasize its superior features to the faculty. The economies of field delivery, particularly that of increasing the funding base through credit hour production was

precipitous in winning administrators interest. The very positive acceptance by clients in the field was crucial. You don't argue with success.

The initial change agents came from within a federally funded program. (Often this is the only resource for smaller educational institutions.) In obtaining their goal the change agents responsibility is to choose a strategy, develop a vehicle, and implement the process initially.

When co-option of key persons happens, they must be allowed to assume leadership of the change process. The role of the originators shifts to that of providing information and proposals for the new leadership to use when approaching other decision making groups.

Finally, the contribution of Research and Developments Products in every phase of the institutionalization of the Field-Based Masters Degree Program at Emporia State University was all pervasive.

Providing the research base for delivery systems and developing applicable materials make it possible for institutions with scarce resources to concentrate on processess leading to adaptation and adoption.

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